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ABSTRACT

One of the working papers in the final report of the Arizona Board of Regents' Task Force on Excellence, Efficiency and Competitiveness, this contribution offers an annotated bibliography on minority access and persistence. It cites the following: nine books (e.g., "Student Outcome Questionnaires: An Implementation Handbook" by P. Ewell and "Latino College Students" by M. Olivas); 46 papers (e.g., "Equity in Higher Education Still Eludes Blacks, Urban League Says" by M. Collison and "College Warm-Up: Easing the Transition to College" by B. Hall); 28 reports (e.g., "New Findings on Student Retention" by the Cooperative Institutional Research Program and "Work Force 2000" by the U.S. Department of Labor); five documents e.g., "Tucson Unified School District in the Middle First Year Report" by D. Frederick and D. Kennon and "Retention of the Latino University Student: The Case of CSULB" by G. Ramirez); and four miscellaneous publications (e.g., "The American Indian in Higher Education, 1975-76 to 1984-85" by J. Fries; and "Strategies for Increasing Participation of Hispanics and Blacks in Higher Education" by L. Valverde and P. Robertson-Courtney. Each entry includes author, title, and publication data as well as the purpose and the major points of the report. (SM)

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MINORITY ACCESS AND PERSISTENCE STUDY: A WORKING BIBLIOGRAPHY WITH ANNOTATIONS

VINETTE COWART, JOHN J. WOOD AND AUGUSTUS S. COTERA

A. BOOKS

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Vinette Cowart is a graduate research associate at Arizona State University working on a PhD in Higher Education. Prior to coming to ASU in 1988, she was Program Coordinator of minority programs in the College of Engineering at the University of Alabama in Birmingham and Assistant Director of Admissions and Acting Director of Enrollment Management at Oregon Institute of Technology. Since beginning her doctoral work at ASU, she has worked with the College of Education and the Hispanic Mother Daughter Program. She also holds certification as a rehabilitation counselor and as an elementary teacher.

John J. Wood is a professor at Northern Arizona University where he has been teaching anthropology for 22 years. He is a cultural anthropologist with a decade of applied research experience with the Navajo in northern Arizona. He was a member of the Arizona Universities' Study Group on Minority Student Recruitment and Retention, has served as the chair of the Affirmative Action Committee at Northern Arizona University, and has been involved in policy research and evaluation of minority affairs in Arizona universities for the past eight years. His recent publications deal with the impacts of Navajo livestock reduction, and land and religion in Navajo culture.

Augustus S. Cotera is currently serving as Associate to the President, Executive Director of NAYuma. He was Assistant to the President at Northern Arizona University from 1980-1987 and has been a Professor of Geology at Northern Arizona University since 1970. He also served as Professor of Geology at Allegheny College, Meadville, Pennsylvania.

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MINORITY ACCESS AND PERSISTENCE STUDY

ANNOTATED BIBLIOGRAPHY

AGNESE, LOUIS J. JR.
"The Sorry State of Minority Recruiting and Retention." The Chronicle of Higher Education, October 21, 1987, 34(8): p. B3.

PURPOSE

Mr. Agnese, President of Incarnate Word College, writes in response to two articles on minorities/higher education published in The Chronicle in September.

MAJOR POINTS

1. They increased minority enrollments at Incarnate Word College in San Antonio by a marketing campaign which promoted an intimate, caring institution that recognized and nurtured the individual.

2. They also increased the institutional portion of their financial assistance by more than 200%.

3. Overall enrollments increased by 47%; Hispanic enrollment increased to 83%.

4. Their goal is to have the same ethnic mix as San Antonio within the next 4 years.

AMERICAN COUNCIL ON EDUCATION
"Framework for Evaluating Institutional Commitment to Minorities: A Guide to Institutional Self-study". Washington D.C., 1976.

PURPOSE

A self-study guide which promotes reassessment of institutional programs and policies that affect minorities through self-assessment and evaluation.

MAJOR POINTS

Questions are divided into 8 areas:

- undergraduate admissions and recruitment
- financial aid
- counseling, support services, placement
- curriculum
- environment
- graduate and professional programs
- faculty and staff hiring, evaluation, and retention
- administrative policies

AMERICAN COUNCIL ON EDUCATION.
Minorities in Higher Education, 4th. Annual Status Report. Washington, D.C., 1985.

PURPOSE

This report is an up-date of data and information on minority participation at all levels of higher education in the United States.

MAJOR POINTS (Quoted from the Executive Summary on page 4)

1. All minority groups, except Asians/Pacific Americans, continue to be underrepresented in enrollment in 4 year institutions.

2. For all groups but Asians, women outnumber men in total enrollment in higher education.

3. Blacks are considerably less segregated in higher education than they were a decade ago, but Hispanics continue to be heavily concentrated in relatively few institutions.

4. Black enrollment in first-professional degree programs increased significantly while that in graduate education declined.

5. There were significant increases in first-professional degree attainment for all minority groups but all groups, except Asians/Pacific Americans, remain underrepresented in that category.

6. Low high school graduation rates continue to contribute to low higher education enrollment rates for minority groups.

7. The trend toward higher admissions requirements, combined with increasing reluctance to provide developmental/ remedial education, is likely to reduce minority enrollments further.

8. Grant utilization by minority students decreased with no comparable increase in loan utilization. White students increased their utilization of both types of financial aid.

9. Significant numbers of black teachers, particularly in southern states, are leaving the classroom.

10. Increased use of state teacher certification tests is a trend with potential for further reducing the number of minority teachers.

AMERICAN COUNCIL ON EDUCATION
Minorities in Higher Education, 5th. Annual Status ReportWashington, D.C. 1986.

PURPOSE

This report highlights key issues in comparison to the 1985 report. Blacks are losing ground at most levels in higher education. Hispanics remain underrepresented and concentrated at two-year institutions. The problems of increasing access and retention of minority students remain unsolved and unaddressed in most states.

MAJOR POINTS (Quoted from the Executive Summary)

1. While minorities are growing in numbers and in proportion of the population, they still have failed to reach proportional enrollment in higher education. Minorities make up 21.3 percent of the population but only 17 percent of enrollments. They continue to be most under-represented at four-year institutions.

2. Asians continue to be the only minority group that is over-represented in enrollments and degrees earned at all levels of higher education.

3. Black undergraduate and graduate enrollments declined significantly between 1980 and 1984, while Hispanic and Asian enrollments increased at both undergraduate and graduate levels.

4. Although equal representation has not been achieved, enrollments in professional schools continued to increase for all minority groups.

5. Blacks received fewer bachelor's and master's degrees in 1984 than in

1978. Other minority groups made gains at both levels.

6. At the doctoral level, between 1975 and 1984, blacks and Asians increased their proportional representation slightly; Hispanics and American Indians made larger gains but are still seriously under-represented.

7. In the 26 states that responded to a request for information, the most frequently cited methods used to recruit minorities were:

a) High school and junior high outreach programs;

b) Talent Search or Upward Bound programs;

c) Special training and coordination with counselors in high schools and at two-year institutions.

8. Retention efforts were focused on improving basic academic proficiencies and special academic counseling.

9. Blacks showed a decline in the number of faculty positions held between 1977 and 1983, while other minorities increased their representation.

10. Those states affected by the ruling in the on-going desegregation case, Adams v. Bennett, are making progress in enrolling more black students at traditionally white institutions, yet the total participation of blacks is decreasing in the majority of these states.

11. Enrollments at traditionally black institutions peaked in 1980 and appear to be fluctuating.

12. Low-income students had more financial difficulty enrolling in college in 1985 than in 1978 due to lowered family income, higher tuition costs, and reductions in federal student aid.

AMERICAN COUNCIL ON EDUCATION
Minorities in Higher Education, 6th, Annual Status Report Washington, D.C., 1987.

PURPOSE

Reviews current trends in higher education in regard to minorities. The declines in Black participation and degree attainment have reached alarming proportions. The declining participation of minorities, especially Blacks, in the teaching force is bound to cause further declines in Black college enrollments and graduation rates.

MAJOR POINTS (Quoted from the Executive Summary pp. 1-2)

1. Black and Hispanic higher education participation rates have continued to decline since 1976, even though their high school completion rates have increased significantly.

2. The number of degrees conferred to Blacks declined significantly between 1975-76 and 1984-85. All other minority groups registered gains in degree attainment at every level.

3. In academic year 1985, despite increases in degree attainment at every level, Hispanics and American Indians continued to earn degrees in numbers well below their proportion of the total population.

4. Education is no longer the most frequently chosen degree field for minorities at the bachelor's level. As of 1984-85 it had slipped to third, after business and the social sciences.

5. Bachelor's degrees earned in education by minorities declined 50 percent between 1975-76 and 1984-85, and master's degrees declined 41 percent.

6. Between 1981-82 and 1984-85, degrees conferred by Historically Black Colleges and Universities (HBCUs) increased at the sub--baccalaureate, doctoral, and first professional degree levels, but declined at the bachelor's and master's levels.

7. Between 1981-82 and 1983-84, degrees conferred in education by HBCU's increased at the doctoral level, but declined 27 percent at the bachelor's and 11 percent at the master's levels.

8. While the percentage of minority students in elementary and secondary public schools has increased, the percentage of minority school teachers has decreased.

9. As of 1986, more teachers in the southeast, a region with a high percentage of Black teachers, were required to pass a competency test prior to their initial certification than were new teachers in other regions.

10. Teacher testing is on the rise despite the fact that there has been no agreement on whether such test actually measure teaching competence, and despite the disproportionately high failure rates of minority groups.

11. Most states with high proportions of minority public school enrollments have minority teachers in proportions well below the minority enrollment.

12. States with large minority enrollments in the public schools are hiring minority teachers in numbers below their current--low---participation in the teaching force.

ARIZONA DEPARTMENT OF ECONOMIC SECURITY
Hispanics in Transition. August, 1986.

PURPOSE

An analysis of the economic and demographic characteristics of Arizona's Hispanic population which includes education, labor force and income information necessary to understanding this community. Hispanics in Transition was written to help planners make important decisions about Arizona's future economy.

MAJOR POINTS

1. Arizona ranks fourth in Hispanic concentration and eighth in the total number of Hispanics (444,102 in 1980) of the fifty states.

2. The majority of Arizona's Hispanics are of Mexican ancestry; 18% are foreign born.

3. Hispanic men participate in the labor force in greater percentages than the general population.

4. More than half of all Hispanics, 25 years and over, had not completed high school in 1980.

5. The Hispanic population is considerably younger than the total population because of higher birthrates and shorter life expectancy.

6. Transitional bilingual programs, bilingual-bicultural instruction, and English as a second language programs will have a positive impact in the labor market and in the academic community.

7. Families (two-parent households) are maintained in spite of lower incomes and other adverse economic conditions.

8. Despite obstacles of language, education, employment and income, Hispanics in Arizona proportionately hold more established, recognized and visible positions of leadership than in all but two other states.

ATTINASI, LOUIS CHARLES, JR.
Getting In: Chicanos' Perceptions of University Going with Implications for Freshman-Year Persistence. Unpublished dissertation. Arizona State University, May, 1986.

PURPOSE

This study's focus is the process by which the Mexican American student, through social interaction, constructs his reality of the university and develops a self concept in relation to it. The qualitative study categorizes common perceptions and experiences of Chicano freshmen as reported through interviews.

MAJOR POINTS

1. For Mexican-American freshmen, the effects of background variables such as high school curriculum, parents' education, and parents' occupation on persistence in college are mediated by significant other influences. They increase the students' exposure to modeling and defining experiences relative to college-going.

2. For Mexican-American freshmen, the extent and nature of anticipatory socialization for college-going has an influence not only on the decision to go to college but, once there, on the decision to stay.

3. For Mexican-American freshmen, the extent to which social integration influences persistence is the extent to which it endows the individual with the capacity to cognitively manage the university environment.

4. Persisting at the university is positively related to the development and use of cognitive maps of the physical, social and academic geography.

5. Attinasi suggests several early intervention strategies such as the Hispanic Mother/Daughter Program, campus visits, and the design of curricula for college preparatory classes.

BALLESTEROS, ERNESTO
Do Hispanics Receive an Equal Educational Opportunity? The Relationship of School Outcomes, Family Background, and High School Curriculum. In Michael A. Olivas, ed., Latino College Students. New york: Teachers College Press, Columbia University, 1986, pp. 47-70.

PURPOSE

Discuss research on the differences in school outcomes (aptitude, high school achievement, educational aspirations, and college achievement) for Chicanos

and white students. Compares the effects of socioeconomic status, race, ethnicity, and high school curriculum placement on school outcomes. Data from the late 1970's.

MAJOR POINTS

1. "...social-class status and placement in a college-preparatory program seem to explain a significant proportion of the variation in school outcome". p. 62. School outcomes were similar for the two ethnic categories.

2. Persons in college-preparatory programs had higher school outcomes, as did those with higher socioeconomic status.

3. The major criteria for placing students in vocational or college-preparatory curricula are early grades or scores on achievement tests. Given the relationship between socioeconomic status and school outcomes, it is likely that a higher proportion of economically disadvantaged students will end up in non-college preparatory curricula, thus exacerbating the problem of lower school outcomes.

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION
Background for Expanding Educational Equity March 1986

PURPOSE

This is a technical supplement to the Report of the Intersegmental Policy Task Force on Assembly Concurrent Resolution 83, Expanding Educational Equity in California's Schools and Colleges. It contains much of the statistical and case-study information used in drafting the task force's recommendations.

MAJOR POINTS

1. **Issues** -- excellent graphs and charts concerning the percent of 14 to 24-year olds not enrolled in high school compared to family income and ethnicity; income related to years of education and ethnicity; numbers graduating from high school, entering college, and graduating; eligibility for admission; and community college enrollments and transfers to the state universities.

2. **Resources** -- outlines programs that focus on aiding selected students. Lists nine specific elements characterizing the most effective schools:

a. They begin postsecondary and career planning in the junior high school years, in order to help students and their parents develop long-range goals regarding education and work and to understand the relation between continued education and skilled careers.

b. They offer intensive and even "intrusive" student counseling and academic advising, in order to coordinate each student's educational experiences by proper course planning, identify students who need special academic assistance, and provide aid in submitting college admission and financial aid applications.

c. They have reassessed the curriculum to determine if it develops the competencies that students need to succeed in postsecondary education and in skilled jobs, and they realize that these competencies are not merely academic or learning skills but involve students' basic self concept

and world view.

d. These schools have established outcome goals related to students' academic performance so they can evaluate and monitor not only their students' progress but also the success of their programs in order to make whatever changes are needed in it.

e. These schools have either established a single curriculum for all students that is adequate for university preparation as well as career orientation, or if they continue to offer more than one curriculum, they have increased their enrollment in their college preparatory program.

f. They have improved their instruction through inservice training of faculty and staff, both to ensure that their teachers are able to offer the needed academic preparation required by the curriculum and also to raise teachers' expectations of students' own self-esteem.

g. They have involved parents in the program, in order to help them understand the operations and expectations of the school and how they can help their own children succeed in school and in later life.

h. They offer tutorial assistance to help students succeed in the college preparatory program, even though these students may not have been prepared in earlier grades for the rigors of an academic curriculum.

i. They utilize the expertise of local postsecondary education faculty as well as outreach staff members to help strengthen their programs and aid their students in making the transition from school to college.

Effective Community College occupational and transfer programs have at least five characteristics in common:

a. Their admissions and enrollment process includes skills assessment, educational and career planning, institutional orientation, academic advising, and correct course placement.

b. They have established close relations with their feeder high schools in order to encourage prospective students to complete a college-preparatory curriculum, thereby reducing students' need for remediation, allowing them to start college with courses that fulfill occupational or transfer program requirements, and minimizing the time they need to complete their program.

c. Their tutorial programs involve faculty members, thereby allowing tutorial assistance to be directly related to the expectations of classroom instructors.

d. They maintain articulation agreements with four-year institutions that provide students with clear information about the transfer requirements of those institutions.

e. They maintain formal ties with the special programs of four-year institutions that ensure continuing academic and financial support for transfer students who need such assistance.

Seven elements characterize the most effective programs of public universities:

a. They provide outreach in junior high schools as well as senior high schools.

b. They provide assistance to feeder junior and senior high schools in improving their curriculum and instruction.

c. They offer "summer bridge" programs for low-income and underrepresented students between high school graduation and the freshman year.

d. They offer orientation programs to both freshmen and transfer students.

e. They coordinate academic advising and career planning.

f. Their academic tutoring involves the faculty.

g. They offer student residential and social activities designed to make low-income and minority students feel welcome and wanted.

Six elements characterize the strategies of independent colleges and universities:

a. They provide admissions outreach activities especially designed for minority students.

b. They provide residential housing opportunities, small classes, and an atmosphere that involves students in campus life.

c. They offer orientation and adjustment programs for all new students, creating a positive atmosphere of transition from home to campus.

d. They provide specially tailored financial aid packages for individual students.

e. They operate a safety net of academic assistance programs, ranging from peer counseling to direct contacts with senior faculty members.

f. They coordinate academic advising and career planning with students' interests and ambitions.

3. Other proposal recommendations from the Achievement Council, previous Postsecondary Education Commissions, The Senate, and The Legislature are listed in totality.

4. **Areas for action** -- lists objectives for junior and senior high schools, community colleges, and public four-year colleges and universities.

CHACON, MARIA A., ELIZABETH G. COHEN, and SHARON STROVER
Chicanas and Chicanos: Barriers to Progress in Higher Education. In Michael A. Olivas, ed., Latino College Students. New York: Teachers College Press, Columbia University, 1986, pp.296-324.

PURPOSE

Addresses the question of whether or not Mexican American females encounter barriers related to their sex as well as barriers stemming from their ethnic identity. The research compares Chicana and Chicano experiences, identifies progress barriers, and attempts to understand how these barriers work in higher education. Data came from a sample of Mexican American women and men attending five different institutions.

MAJOR POINTS

1. Conclusions from other research:

a. In comparison with Anglos, other Hispanics, and Mexican American

males: "The data that are available on Chicanas show that they are the poorest group and have the lowest levels of attainment". Educational attainment is so low that the data suggest that there is a double barrier.

b. The rate of college completion for Mexican-origin men is really twice as high as for Mexican-origin women.

c. The data on attrition by sex is ambiguous.

d. Chicanos and other minorities are concentrated in two-year colleges. Here many students elect programs that do not lead to an academic degree. But no good evidence that barrier works any differently for other minorities or Anglos.

e. Studies of age and work status show that older and working students in two-year colleges are less likely to persist than the same students in four-year colleges.

f. "...socioeconomic background has an indirect effect on persistence that is mediated by academic performance." p. 300.

2. Their research shows:

a. "...demographic characteristics, work obligations, academic performance, and difference in type of college attended were independent predictors of progress" p. 312.

b. "Gender did not have a direct impact on program progress... Gender has an impact indirectly through its influence on hours of domestic labor". p. 312.

c. "At the present time, community colleges are not well suited to meeting the need of students from a low socioeconomic background who aspire to a B.A. or B.S. degree" p. 320.

COLLISON, MICHELE N-K.
"Equity in Higher Education Still Eludes Blacks, Urban League Says", The Chronicle of Higher Education, January 20, 1988, 34 (19): A31, A34.

PURPOSE

Blacks are not represented in higher education as students, faculty, or administrators in numbers commensurate with their representation in the population.

MAJOR POINTS

1. Statistics show that blacks are the only ones who are consistently losing ground in the quest for educational equality.

2. The decline occurred despite the fact that the number of black 18-to-24 year-olds with high-school degrees increased to 2.8 million in 1985 from 2.7 million in 1980.

3. Increasing reliance by institutions on loans, the rising cost of a college education, and the erosion in the real incomes of black families in the 1970's were cited as contributing to the decline in the number of black students attending college.

4. Institutions need to commit resources on a long-term and sustained basis to reverse this decline.

5. Black students often leave for financial reasons, and because of isolation, insensitive professors, and racist

students.

6. Too many black students are concentrated in community colleges, where more than 40% of all black college students are enrolled.

7. The armed services, which are now 19% black, are competing with colleges for black students.

8. The declining number of blacks going to college would also result in fewer blacks being eligible to become military officers.

9. The United States must increase the supply of minority teachers and prepare all teachers to educate the increasing numbers of minority students.

DURAN, RICHARD P.
Prediction of Hispanics' College Achievement. In Michael A. Olivas, ed., Latino College Students. New York: Teachers College Press, Columbia University, 1986, pp. 221-245.

PURPOSE

Examines research on predicting Hispanics' undergraduate college achievement. Assesses the use of high school grades and admission test scores to predict early college grades, and discusses improving prediction of Hispanics' college success.

MAJOR POINTS

1. ...Hispanics' high school grades and areas of study may not be as valid a measure of college preparation as are those of white non-Hispanics. The primary reasons are "heterogeneity" in background and in high school experiences. p. 229.

2. ...some Hispanics' admissions test behavior may be influenced by familiarity with academic English, personality factors, and speededness", although the extent and intensity of these influences are not well-documented or understood. p. 232.

3. It is difficult to research the impact of other admissions criteria, such as letters of recommendation, and personal interviews, but the author thinks that admissions staff who are unfamiliar with the cultural backgrounds of Hispanics might not be sensitive in interpreting their potential for college success. p. 234.

4. Recommends developing an admissions manual to help in systematically reviewing the background of Hispanic candidates whose potential may be underestimated by grades and entrance exams. p. 240.

a. Factors that could moderate the interpretation of a candidate's high school achievement and test scores:

1) "...language background and English language proficiency."

2) "...exposure to schooling in Spanish and academic achievement in Spanish contests."

3) High educational aspirations and high achievement motivation that are coupled with lower high school grades and admissions test scores than expected."

4) Higher than expected high school grades or admissions test scores given parents' educational background and income."

5) "The Presence of financial and other obligations to family during high school coupled with higher than expected high school grades and admissions test scores."

b. Other factors that may reflect Hispanic academic aptitude:

1) "Significant school and home or community activities involving use of academic and subject-matter skills related to schooling."

2) "Frequency of voluntary participation in counseling programs and other programs exposing students to significant academic environments (e.g., visits to libraries.)

3) "Development of significant literacy skills in Spanish and functional utilization of these skills at advanced levels".

5. We need a more comprehensive picture of college achievement than early college grades for predicting college success.

DURAN, RICHARD P.
Hispanics' Education and Background: Predictors of College Achievement. College Entrance Examination Board, New York: 1983.

PURPOSE

The purpose of this report is to review issues and previous research surrounding prediction of U. S. Hispanic students' college achievement. It concentrates primarily on summarizing and interpreting selected empirical studies of Hispanics' educational attainment, preparation for college, college aptitude assessment, and prediction of achievement in college. The primary subpopulations discussed are Mexican, Puerto Rican, and Cuban.

MAJOR POINTS

1. Among persons 18 to 34 years of age who are still in high school (Hispanics tend to graduate at a later age), more Hispanics than non-Hispanics do not graduate from high school and do not go on to college.

2. Hispanics are less likely than majority group members to successfully complete college, receive degrees, and pursue advanced college training.

3. Hispanics tend to attend two-year institutions rather than four-year institutions.

4. Lack of educational attainment among Hispanics is associated with income level of students' families, well-being of families and familial obligations, and language background of students.

5. The most important educational impact of cultural stereotypes is that they may be believed by teachers whether they are true or not.

6. Language background of Hispanics showed a moderate-to-strong relationship to Hispanics' high school achievement, but the influence of language background on schooling may be mediated by other factors.

7. Hispanic high school students are deriving less academic preparation for college than white non-minority students.

8. Hispanics' propensity to adopt strong values in the strength and well-being of the family and community may have an unintended negative impact

on academic achievement.

9. Evidence suggests that adequate high school resources, a hospitable high school social climate and sensitivity of high school staff to Hispanics' background characteristics may be critical to optimizing Hispanic students' school achievement and preparation for college.

10. Under the assumption that admissions test scores of Hispanics are valid indicators of students' college aptitude, the inescapable conclusion is that Hispanic college candidates are not as academically prepared for college work as white non-Hispanic students.

11. High school grades and admissions test scores are not as good predictors of U.S. Hispanics' college grades as they were of white non-Hispanic college grades.

12. The review of survey research on Hispanics' educational achievement and attainment verified that language background may affect Hispanics' academic performance in English and test performance.

EVANGELAUF, JEAN.
"Official Suggests Tailored Strategies for Families' Saving" The Chronicle of Higher Education, January 20, 1988, 34 (19): A32.

PURPOSE

Kathleen Brouder, information director for the College Scholarship Service, advises parents on saving for their children's college education.

MAJOR POINTS

1. Low-income parents should save whatever they can ($2 or $5 a month), but do it regularly. Financial aid will be available to do the rest. Curricular choices as early as the seventh grade can determine those that go on to college.

2. Middle-income parents may not have to pay the whole college expense, but need to save now to help out their budget during the college years.

3. Upper-income parents should start saving early and take advantage of interest rates.

EVANGELAUF, JEAN.
"Experts Extol Anew the Advantages of Saving for College" The Chronicle of Higher Education, January 20, 1988, 34 (19): 1, A32-33.

PURPOSE

This article discusses concerns over the past reliance on financial aid loans and the debts they have created. It summarizes some current approaches to college fund savings programs.

MAJOR POINTS

1. No current national figures are available that show how much parents actually save for college.

2. Illinois has developed College Savings Bonds which are zero-coupon bonds exempt from federal and state taxes and which provide a cash bonus if they are redeemed for college expenses.

3. Wyoming has a prepaid tuition program which guarantees four years

of tuition at the University of Wyoming.

4. The Reagan Administration is expected to propose a new savings bond whose interest would be tax free if the bond is cashed for college expenses.

5. Efforts are underway to change the financial aid funding formula so as not to penalize families who have saved for college.

a. Some colleges are thinking about awarding larger grants and smaller loans to students whose families have managed to save.

b. Illinois will not count up to $25,000 of a family's assets if the money is held in the state's new College Savings Bonds.

EVANGELAUF, JEAN.
"2-Year College in New Mexico Offers 'Dream' Plan" The Chronicle of Higher Education, January 20, 1988, 34 (19): A33.

PURPOSE

San Juan College offers a "Possible Dream Scholarship" to provide incentive to save for, and prepare academically for higher education.

MAJOR POINTS

1. The plan combines a monthly savings requirement of $10.00 for 54 months, a $125 scholarship, academic counseling and a guarantee that tuition will not rise for participating students.

2. San Juan County's eighth grade students receive a personally inscribed "Possible Dream Certificate" and a letter describing the benefits of a college education.

3. The payments, their accrued earnings, and the grant provided by the college will cover two years of tuition.

4. If parents wish to leave the program, their money will be returned, minus interest and a $25 fee.

5. Most of the participants have Hispanic or American Indian backgrounds.

FIELDS, CHERYL M.
"Closing the Education Gap for Hispanics: State Aims to Forestall a Divided Society ".The Chronicle of Higher Education, September 16, 1987, 34(8): pp. 1, A36-38.

PURPOSE

California looks at the question "How do you provide educational opportunity for the majority of students in the state?" The fact of a growing minority population that is not getting the benefit of the existing educational system is discussed in terms of the projected workforce of the 1990's. National and state statistics are given for Hispanics in regard to population, high school graduation, and college attendance.

MAJOR POINTS

1. UCLA is working on intervention programs in the elementary schools. It is believed that "college begins in kindergarten".

2. Several Hispanic college students were interviewed for first hand information on their reasons for college attendance. Interventions by college counselors while in high school

placing them in college prep courses, UCLA's Freshman Summer Program, East LA College's Puente Project, mentors, and role models were mentioned as positive influences. The Puente Project teams each student with an English teacher, a counselor, and a successful Mexican American who serves as a mentor.

FIELDS, CHERYL M.
"Colleges in California Seek New Ways to Expand Pool of Hispanic Students Prepared for Higher Education". The Chronicle of Higher Education, September 30, 1987, 34(5): pp. A31-34.

PURPOSE

This article describes some of the current intervention strategies being tried in California.

MAJOR POINTS

1. UCLA's Center for Academic Interinstitutional Programs is trying to increase the pool of students prepared for college by working closely with teachers and instructors from elementary schools to community colleges.

2. The University of California and the California State University systems have several program working with students as early as eighth grade: sending letters in English and Spanish to students and parents about college; a video distributed to television stations and junior and senior high schools; Hispanic college students making presentations in Spanish in the communities; tutoring by college students for junior high students.

3. The Legislature has directed community colleges and neighboring four-year institutions to cooperate in setting up "transfer centers" aimed at increasing the relatively small number of minority students who transfer from community colleges to four-year institutions each year. Some four-year institutions are reassessing and reorganizing their traditional programs, which provide tutoring and other services for minority students once they have been recruited.

4. CSU at Northridge's minority engineering program is highlighted. Major features of its successful retention of minority students by building a sense of community are:

a) Requiring them to take an orientation course that teaches study skills, including how to study together productively in groups of two or three.

b) Clustering them in the same sections of courses that they all must take, such as calculus.

c) Operating a study center with tutors available, that also serves as a home base for students between classes.

d) Encouraging them to participate in student affiliates of professional organizations.

5. Also in this edition of The Chronicle is an article on minorities raising their SAT and ACT scores.

FRIES, JUDITH E.
The American Indian in Higher Education, 1975-76 to 1984-85. U. S. Department of Education, Center for Education Statistics, March 1987.

PURPOSE

This report explores several areas of the participation of American Indians in higher education. Data are presented on various topics such as: population characteristics, enrollment, degrees, staff, and institutions for the years 1975-76 to 1984-85. Data presented on each topic vary according to years for which the data were available, and cover all accredited colleges and universities in the United States.

MAJOR POINTS

1. During the decade of the 1970's, the number of "college-age" American Indians (aged 18 to 24) more than doubled. By 1980, 60% of American Indians in this age roup had graduated from high school, up from 51% in 1970.

2. Only 8% of the American Indian population (25 years old and over) were college graduates in 1980, compared with 17% of whites.

3. Total American Indian enrollment in institutions of higher education increased by more than 15% from 1976 to 1982.

4. More American Indian females than males were enrolled at the undergraduate and graduate levels in 1984; however, American Indian males outnumber females at the first-professional level.

5. The number of bachelor's and higher degrees awarded to American Indians increased a little over 8% from 1976 to 1981. Between 1976-79, American Indian bachelor's degree recipients most often chose the field of education as their field of study; however, in 1981, the field of business and management was chosen most often at the master's and first-professional degree levels, the most popular fields of study were education and law, respectively.

6. The majority (60%) of American Indians employed full-time in the Nation's institutions of higher education worked in support occupations. Only 6% of American Indian full-time employees in colleges and universities were employed as executives, administrators, or managers, and 19% were faculty.

7. About half of American Indian male faculty were tenured, and slightly over one-third of American Indian female faculty were tenured. American Indian female faculty were concentrated in the lower ranks, especially the rank of instructor.

8. Twenty of the nation's accredited higher education institutions enrolled predominantly American Indian students.

HIRSCHORN, MICHAEL W.
"Freshman Interest in Business Careers Hits New Level, and Money Remains a Top Priority, Study Finds", The Chronicle of Higher Education, January 20, 1988, 34 (19): A31, A34.

PURPOSE

This article summarizes the findings of the annual Cooperative Institutional Research Program of UCLA.

MAJOR POINTS

1. Interest in teaching careers is up to 8.1% from an all time low of 4.7% in 1982.

2. Freshman interest in business is at peak levels--up to 24.6% from 24.1% last year.

3. The number of students who said they attended college "to make more money" reached its highest point in the 22 year history of the survey.

4. The report's findings are based on 209,627 responses gathered from 390 two- and four-year colleges and universities.

INTERSEGMENTAL POLICY TASK FORCE ON ASSEMBLY

CONCURRENT RESOLUTION 83.
Expanding Educational Equity in California's Schools and Colleges, California Postsecondary Education Commission, March 1986.

PURPOSE

This report was written in response to Assembly Concurrent Resolution 83 as a means of identifying in the broadest terms possible the challenge of equal educational opportunity in California, the lessons learned from student affirmative action efforts to date, and the changes that are needed to increase educational equity and opportunity for the next generation.

MAJOR POINTS

1. Lists California's major programs to improve educational opportunities.

2. Profiles minority students in California.

3. Recommendations:

a. Clarifying school and college responsibilities.

b. Assuring improvement in the public schools

c. Increasing higher education's services to the schools.

d. Expanding higher education's services to underrepresented students.

e. Improving educational information.

f. Involving accreditation.

g. Assessing equity efforts.

4. Commitment to equity:

a. The Legislature and Governor should expand general school funding as well as specialized statewide school programs for school improvement, disadvantaged youth, and gifted and talented students, and they should focus these and similar programs toward the priorities of Recommendation 2 (b).

b. The Legislature and Governor should make available adequate State-funded student grant aid, in conjunction with institutional and federal student financial aid, to assure low-income students appropriate opportunities for access and choice among higher education institutions and reduce the debt burdens they are forced to incur through student loans.

c. State review and control agencies should recognize that the reorientation of school curricula and the reduction in dropout rates will lead to new fiscal demands that cut across segments and that are not easily accommodated in traditional budget formats.

LEE, VALERIE.
Access to Higher Education: The Experience of Blacks, Hispanics and Low Socio-Economic Status Whites, Washington, D.C.: American Council on Education. May 1985.

PURPOSE

A Harvard study reporting on the college-going experience of 11,876 class of 1980 high school seniors in which Blacks made up 11% and Hispanics comprised 10% of the sample. The study looks at Blacks, Hispanics, low SES Whites and high SES Whites. The hypothesis is that differences in college attendance are due more to social class than to racial or ethnic differences. The findings of the study support the hypothesis. The Hispanic group is looked at as a whole and also as subdivisions (Cuban, Mexican, Puerto Rican, and other Latin). Almost as much variation was found within the Hispanic group as between it and the other groups.

MAJOR POINTS

1. Each group and subgroup is profiled according to family income, parents in the home, parental education, college track/vocational track courses in high school, number of hours per week of study and TV viewing, and eighth grade expectations of college attendance.

2. The study looks at differences between sexes between/within ethnic groups.

3. Other areas of the study include:

college major

high school gpa

college gpa

high school achievement test scores

students who applied for college but did not attend

students who applied for college and are attending 2 years later

students who did not apply for college directly from high school, but are attending 2 years later

students who did not apply and are not attending

amount of financial aid received

amount of tuition

courses taken in college

occupational plans

2 yr/4 yr enrollment

withdrawal comparisons

4. Good bar graphs and statistical charts. Each group and subgroup is profiled according to family income, parents in home, parental education, college track/vocational track courses in high school, number of hours per week of study and TV viewing, and eighth grade expectations of college attendance. The study looks at differences between sexes between/within ethnic groups.

MALCOM, SHIRLEY M.
"The Place of Minorities in the Scientific and Technical Workforce". The Black Scholar, September/October 1985. pp. 50-55.

PURPOSE

With the shift to a service economy and the growing role of technology in the workplace there will be a two-tier workforce in America in the 1990's. There will be a gap based on knowledge, money, and control with the minority population primarily relegated to the bottom tier of the workforce. The political and social instability as well as the loss of talent of such a situation is unacceptable. We need to ensure that minorities will have an equal opportunity to participate at all levels in the workforce.

MAJOR POINTS

1. Educational aspects: American students are not being provided the skills and education needed in our information society. Minority youth are even less will prepared than their majority counterparts.

a. In 1978 American Indians, Afro-Americans, Mexican-Americans, and Puerto Ricans, with 18% of the US population comprised only around 2.2% of the science and engineering workforce. At the highest levels for blacks and Hispanics the greatest under-representation is seen in the physical, mathematical and computer sciences and in engineering.

b. Fewer minority students in high school take college preparatory courses in science and mathematics or acquire the level of literacy in mathematics, science and technology needed for jobs in our technological society. Black students, while they take more mathematics courses than whites, do not take the level and type of mathematics required for the "new basics".

c. Improvements for minority students have been most striking in those schools receiving federal compensatory education assistance (NAEP).

d. Reading comprehension, math and science are the general education deficits for minority students.

2. National aspects: the high quality of education of the majority of the population in Japan (through the high quality of Japanese primary and secondary education) has contributed heavily to the high productivity of its industries. Blacks and Hispanics are a growing part of the decreasing population of 18 year olds in the United States. Some of the states whose economies are the most technologically intensive anticipate growing minority populations.

3. Future aspects: Pre-college efforts stress early identification and nurturance of talented minority youth by the development and enhancement of academic skills in mathematics, science, engineering, communications, and computers, and the provision of timely and appropriate information on careers. PRIME and PRIS2M are two examples of successful interventions.

MENSTRE, JOSE P.
The Latino Science and Engineering Student: Recent Research Findings. In Michael A. Olivas, ed., Latino College students. New York: Teachers College Press, Columbia University, 1986, pp. 157-192.

PURPOSE

Reports on research conducted with Hispanic college students enrolled in science and engineering programs. The

article also assesses the interplay of language and problem solving.

MAJOR POINTS

1. Reviews literature which "... supports the premise that language proficiency mediates complex cognitive tasks: p. 160-161. Specifically, the Article makes use of Cummins' (1979) "linguistic threshold hypothesis". In this perspective, there are three types of bilingualism:

a. Semilingualism "..a below-threshold level of linguistic competence in both languages".

b. Dominant Bilingualism "..above-threshold level of competence in one language".

c. Additive Bilingualism "..above-threshold level of competence in both languages".

Hypothetically, the impact of the three levels of linguistic competence on cognitive development are thought to range from negative in the case of semilingualism, neutral for dominant bilinguals, to positive for additive bilinguals.

Hispanic students in the study "appear to be semilingual".

2. Cites research that shows that, among non-academic factors, socioeconomic status is a more important predictor of success than "ethnic-group" membership per se.

3. "...Hispanic technical college students that participated in our studies are underprepared in comparison to Anglo technical college students. The areas in which Hispanics displayed underpreparation are algebraic skills, language skills, and problem solving skills requiring substantial amounts of linguistic processing". p. 184.

4. Findings "..indicate that various errors committed by the Hispanics in solving mathematic and logic problems are the result of semantic difficulties and not necessarily the result of difficulties in the content area". p. 184.

5. Recommends using microcomputers to improve verbal and quantitative skills of "limited-English-proficiency students". p. 186.

MINGLE, JAMES R.
Focus on Minorities: Trends in Higher Education Participation and Success, A Joint Publication of the Education Commission of the States and the State Higher Education Executive Officers, Denver, Colorado, July 1987.

PURPOSE

This report reviews the progress toward the full participation of minorities in higher education during the past three decades. It examines:

(1) the potential pool of qualified high school graduates available to post-secondary institutions;

(2) the participation and enrollment rates of minorities;

(3) the factors related to retention and success in undergraduate programs; and

(4) the representation of minorities in advanced-degree programs and the professions.

MAJOR POINTS

1. The Potential Supply

a. Minorities are a growing proportion of the traditional college-age population. By the year 2025, they are expected to make up nearly 40% of all 18-24 year olds.

b. Minority high school graduation rates have increased significantly in the past 20 years but still lag behind White rates. Hispanics have the lowest rates only 62% of 18-24-year old Hispanics have high school diplomas compared to 83% of Whites.

c. The academic preparation of Black and Hispanic high school students continues to lag despite progress in recent years. National Asses-sment of Educational Progress (NAEP) reveal that 17-year-old Black and Hispanic students, on average, read only about as well as 13-year-old White students.

2. College Participation and Enrollment

a. College participation rates among Black and Hispanic college-age youths peaked in the mid-1970s and have declined since then.

b. Total minority enrollment increased 21% from 1976 to 1984, nearly three times the rate of Whites. However, much of this increase occurred before 1980. From 1980 to 1984, Black enrollment declined, as did that of American Indians.

c. Far outpacing other groups, Asian--Americans nearly doubled their 1976 enrollment level by 1984. This fast-growing minority group now makes up more than 3% of total enrollments, compared with their 2% representation in the population generally.

d. Except for Asian-Americans, the representation of minorities drops dramatically at the graduate and professional level. Blacks, who make up about 13% of the college-age youth, are 9.5% of all undergraduates and only 4.8% of graduate students.

3. Retention and Success

a. Only about half of all high school seniors go on to college full-time immediately after graduation. Only half of those enrolling in four-year institutions achieve senior status four years later.

b. Students on the "fast track" are those who achieve senior status four years after high school graduation. One of every three Asians in the class of 1980 was on the "fast track", but only one in seven Blacks and one in 10 Hispanics.

c. The factors most closely associated with both initial enrollment and later persistence in college are high school grades, family income and parents' education. Students who earn A's in high school are 25 times more likely to be on the "fast track" in college than students who earn C's. Students who come from high-income families are four times more likely to persist than those from low-income families.

d. Many minorities begin their education in two-year institutions, and success to the baccalaureate depends on transfer to a four-year institution. National and state studies, however, point to a deteriorating number of

transfers from community colleges. This can be caused by high dropout rates, the lack of effective articulation agreements among colleges and roadblocks to accepting credit placed by four-year institutions and accrediting bodies.

e. In the 1960s and 1970s, institutions responded to increased numbers of minorities by forming separate counseling and support programs. More recently the trend has been to integrate these services into broader efforts to improve the academic preparation of all students in need of help.

f. Anecdotal reports from the campuses indicate that little progress has been made in race relations. Racial and ethnic groups often go their separate ways, creating a climate that may isolate students and reinforce stereotypes. Minority students may become disconnected from the life of the campus, a situation that lessens their retention and success.

g. Effective remedial and counseling programs are critical to retention. Yet many programs are poorly funded and receive low priority from institutional leaders.

h. The aspirations of students themselves can affect retention and success. States are considering a variety of "mentoring" efforts to raise the sights of minority students.

4. Minority Representation in the Professions

a. While the Black middle class has grown substantially since WW II, Black representation among such professional groups as accountants, physicians, college professors, engineers, lawyers and judges is far below their numbers in the population. For example, only about 2.6% of the employed engineers in the nation are Black.

b. The Hispanic population is a diverse group consisting largely of Puerto Ricans, Mexican-Americans and Cubans. Even with the relative success of Cuban-Americans, Hispanics remain underrepresented in the professions and overrepresented in low-skill, low-wage jobs. For example, Hispanics make up more then 11% of the teachers' aides but only about 3% of the elementary and secondary school teachers in America.

c. The number of minority doctoral recipients has grown substantially in recent years, but the progress of various groups differs significantly. About the same number of Hispanic doctorates are awarded annually as Asian-American, yet the Asian--American population is half the size of the Hispanic population.

d. Only about 900 doctorates are awarded to Blacks annually, a number that has declined since the 1970s. While Blacks have diversified their interests in recent years, a majority of doctorates are still awarded in education. Blacks and Hispanics remain severely underrepresented among science and engineering doctorates, greatly limiting the available faculty pool.

5. Rekindling the American Dream

a. Minorities cannot achieve full participation without access to institu-

tions, but access is not enough. Successful completion of a demanding, high-quality undergraduate curriculum is the key to minority success.

b. The aspirations of American minority youth must be rekindled. No equivalent exists in higher education to the enormously successful "Be All That You Can Be" campaign for military recruitment.

c. Social class remains a dominant force in determining access and success in higher education. Looking for evidence of commitment through programs labelled minority often can miss the point. The more important question is: Do the institutions' financial and academic programs and general climate contribute to the success of minorities and other disadvantaged students?

d. Public policy must be broader than merely increasing college attendance. With less than 20% of minority youths enrolled in college, postsecondary institutions are partners, not competitors, with industry, the military and other public employment programs.

MONTIEL, MIGUEL, PADILLA, RAYMOND V. and WONG, PAUL. Staying and Achieving--A Report Prepared for The Phoenix Union High School District Drop-out Task Force. January 10, 1986.

PURPOSE

The purpose of this study was to provide perspectives on the PUHSD by:

- statistically analyzing the school system's existing data
- observing one of the schools
- conversing extensively with school officials, teachers, parents, students, and among themselves.

Basic assumption of the report--drop-out problem involves the school system from elementary schools to universities; the local, state, and federal government; the community at large; and the family.

MAJOR POINTS

1. Indicators of potential drop-outs:

o have dropped out one or more times in the current year or previous years

o have entered the district from feeder schools with high-minority concentrations

o are from an ethnic minority background

o attend high schools having high drop-out rates

o have been suspended one or more times

o have high absenteeism and/or

o demonstrate low or inadequate academic performance

2. The study presents a statistical profile of the drop-out problem in PUHSD. Recommendations for action are also listed. Included in the study are four qualitative images of drop-outs and a typological study of school interruptions.

3. The report seemed to focus on changing the high schools' methods of scheduling classes, determining

tardy and excused absences, and the 10 consecutive day definition of drop-out.

MUNOZ, DANIEL G.
Identifying Areas of Stress for Chicano Undergraduates. In Michael A. Olivas, ed., Latino College Students. New York: Teachers College Press, Columbia University, 1986, pp. 131-156.

PURPOSE

An attempt to assess the adjustment demands on Chicano undergraduates, by measuring and interpreting "stress-inducing aspects of the Chicano experience in higher education".

MAJOR POINTS

1. Characteristics of sample of Chicano students interviewed reflect the socioeconomic status of persons of Mexican-descent occupy in the state of California.

a) Typical student's parents' highest educational level was sixth to ninth grade.

b) Most parents were born and educated in Mexico.

c) Highest level of occupation was generally at the unskilled level.

2. Author used a stress scale, administered to both Anglo and Chicano students. "...of the twenty-one significantly different items, Chicanos rated seventeen more stressful than did Anglos. The greatest stresses for Chicanos occurred in the following order: financial, academic, familial, and personal. Anglo students reported greater stress levels on only four items, of which three fell in the personal area". p. 138.

a) The major financial concerns of Chicano students were: "not having money for bills", "the uncertainty of receiving financial aid", and "finding employment while going to school that would not jeopardize academics".

b) Three other financial events generated more stress for Chicano students: "contributing money to help support one's family", "being obligated to repay student loans", and "parents" willingness to provide personal income information for financial aid applications".

3. More Chicanos had been employed and were employed at the time of interview than Anglos.

4. Potentially stressful academic events that Chicano students scored higher on include: "Uncertainty of being accepted by a college or graduate school", "writing a paper", "taking a test", "taking unmeaningful, irrelevant courses", "adjusting to a new school environment", "seeking help with academic problems", "not meeting teacher's expectations".

5. In general, results of the study indicate considerable anxiety about the academic experience for Chicanos, and a general feeling of alienation or not belonging.

6. Findings support other research that shows that "responding to family needs is an ultimate priority for the Chicano". p. 143.

NIELSEN, FRANCOIS
Hispanics in High School and Beyond. In Michael A. Olivas, ed., Latino College Students. New York: Teachers College

Press, Columbia University, 1986, pp. 71-103.

PURPOSE

Takes a critical look at Hispanic education research and policy issues raised by a national survey of students in the tenth and twelfth grades the "High School and Beyond" survey.

MAJOR POINTS

1. Recommends research on school retention that calls attention to multiple reasons for leaving school:

a) Dropout emphasizing individual, idiosyncratic reasons.

b) Pushout emphasizing organizational causes such as school inadequacy.

c) Pullout emphasizing greater attraction of opportunities outside of school.

2. Figures suggest that the major educational barrier for Hispanics has been high school graduation. "Once Hispanic students have graduated, they have had the same or a better chance to go on to college" p. 89.

3. The author cites research with the survey that a "composite Hispanicity indicator" (a propensity to know Spanish well and to speak it frequently) "...has positive effects on achievement except for age (which is the measure of delayed schooling), after controlling for a set of background variables". p. 94.

NORA, AMAURY.
"Determinants of Retention Among Chicano Students: A Structural Model". Research in Higher Education, 26(1). 1987. Agathon Press, Inc.

PURPOSE

This article reports on a retention study of 158 Chicano community college students using Tinto's student attrition model.

MAJOR POINTS

1. For Chicano community college students, neither academic integration nor social integration affected retention rates significantly. Instead, institutional/goal commitments affected student retention measures significantly more than did academic and social integration measures.

2. Two-year institutions, where a disproportionate number of Chicano students are found, may be culturally different from four-year residential institutions.

3. Two precollege factors were found to be significant in the retention process--high school grades and encouragement by others before entrance in a community college were determinants of institutional/goal commitments.

4. Colleges need to be aware that many of their minority students are not academically prepared and have received little, if any, support to attend college; therefore they do not have the institutional commitment needed to be retained. Colleges need to plan programs with development of institutional/goal commitments of students as their aim.

5. Suggestions for building institutional commitment:

a) Offer remedial programs, honors programs, an accelerated curriculum,

courses for independent study, and transfer courses to meet ALL students' needs.

b) Faculty and counselor involvement in orientation programs/courses.

c) Courses relating directly to career and academic goals should be required during the first semester.

OLIVAS, MICHAEL A.
Introduction Research on Latino College Students: A Theoretical Framework and Inquiry. In Michael A. Olivas, ed., Latino College Students. New York: Teachers College Press, Columbia University, 1986, pp. 1-25.

PURPOSE

Examines issues in Hispanic education research and surveys the political and socioeconomic context of Hispanic education.

MAJOR POINTS

1. Statistics show that Hispanics ". . .have not entered American institutions of higher learning in any significant fashion".

2. Conclusions of research literature on Hispanic education usually fall into one of the two categories:

a) Those that blame Hispanics for not providing the proper home environment;

b) Those that argue for a "cultural deprivation" explanation and present a model for remediation.

3. High enrollments of Hispanics in community colleges raises questions of equity in allocation of resources in two- and four- year institutions.

4. Many Hispanics (and most low-income families) have difficulty in applying for financial assistance. For example:

a) Missing deadlines.

b) Concern with the impact of financial aid on public assistance.

c) Problems in documenting income.

5. Graduate enrollments for Hispanics are low, and there is disparity in research and teaching assistantship awards.

6. Hispanics generally occupy subordinate positions in the organizational and political structures of education.

7. "...marginalization is a major feature of Hispanic participation in higher education, confirmed most notably in attrition and underparticipation data". p. 15.

OLIVAS, MICHAEL A.

Financial Aid for Hispanics: Access, Ideology, and Packaging Policies. In Michael A. Olivas, ed., Latino College Students. New York: Teachers College Press, Columbia University, 1986, pp.281-295.

PURPOSE

Analysis of baseline data on "receipt of financial aid by disadvantaged Hispanics". It examines characteristics of students and financial aid received, institutional financial aid policies, and models for aid awards. The author recommends several packaging policies for aid administrators. Data are from the

Hispanic Talent Search.

MAJOR POINTS

1. "The most striking single finding is the small extent to which any packaging is being performed for Hispanics: Over 60 percent of all the students received only one source of aid, almost exclusively Basic Educational Opportunity Grants, known as Pell Grants since 1981.." p. 283.

2. Tabulating the data by median family income and by type of institution shows that for every institutional type except public two-year institutions, the lowest-income students received less aid than the lower-middle category.

3. Fewer students attending public two-year institutions received financial aid than students attending other types of institutions. Community colleges also rely heavily upon federal aid for Hispanics. There are two important implications of these observations:

a. Hispanics are disproportionately enrolled in public two-year institutions, hence enrollment patterns may inhibit access to financial resources.

b. Heavy reliance upon federal aid in two-year institutions make the aid programs vulnerable to federal cutbacks.

4. There is good evidence that different types of aid packages facilitate persistence. In particular, college work study improves the likelihood of students staying in college.

5. Financial aid packaging can be a positive factor in access and persistence.

The author recommends comprehensive, multisource packages of financial aid, with careful attention to the potential impacts on minorities in designing the packages.

ORTIZ, VILMA
Generational Status, Family Background, and Educational Attainment Among Hispanic Youth and Non-Hispanic White Youth. In Michael A. Olivas, ed., Latino College Students. New York: Teachers College Press, Columbia University, 1986, pp. 29-46.

PURPOSE

Assesses educational attainment, as measured by highest grade completed, delay in school, and high school dropping out, for a longitudinal sample of Hispanic (Mexican-descent and Puerto Rican-descent) youth and non-Hispanic white youth, and addresses the impacts of family background (education and socioeconomic status) on educational attainment by generation.

MAJOR POINTS

1. The study finds that Hispanic youth are more educationally disadvantaged than non-Hispanic white youth, partly because of the disadvantaged family backgrounds of Hispanic youth.

2. Generational status was important in Hispanic attainment. Controlling for family background, third generation Hispanic youth, for example, ". . .do not differ significantly from non-Hispanic white youth". p. 43.

POSTSECONDARY EDUCATION PLANNING COMMISSION OF THE DEPARTMENT OF EDUCATION, STATE OF FLORIDA.
The Master Plan for Florida Postsecondary Education, Supplement Number 2, Enhancing the Participation of Minority and Disadvantaged Students in Postsecondary Education, Tallahassee, Florida. March 17, 1984.

PURPOSE

The commission identifies and recommends actions to solve the problem of increasing quality while at the same time increasing access for under-represented minority and disadvantaged students in higher education. The report looks at K-12 education, counseling, linkages and cooperation between K-12 and postsecondary education, adult basic education, college preparatory education, standardized testing, retention, minority faculty representation, financial aid issues, and graduate and professional education. Increased accountability in all areas was emphasized.

MAJOR POINTS

1. Recommendations are made in all areas. Pilot programs, financial incentives for teachers and schools, additional state financial aid for minorities, higher grading standards on standardized tests, and a formal "college preparatory" program in community colleges for students beyond high school but not ready for college level work were among the recommendations.

2. Florida has an assessment test (CLAST) already in place.

3. A good summary of one state's view of the problem and how to address it. Reflects our beliefs on socioeconomic status, parental, and peer influences. Good format of text.

4. Hispanics in Florida are mainly of Cuban descent.

RAMIREZ, GENEVIEVE M.
Retention of the Latino University Student: The Case of CSULB California State University Long Beach, Long Beach, CA 90840 ERIC document ED 279 482

PURPOSE

The report examines characteristics, needs, and actual experiences of Hispanic students through demographic characteristics obtained from university records, comparisons of Student Affirmative Action Outreach, and random samples.

MAJOR POINTS

1. Findings indicate academic failure-/difficulty results from unrealistic expectations, lack of clear personal attainable goals, general alienation from the institutional mainstream, and interference of external circumstances.

2. Positive influences are appropriate course scheduling incorporating skills development with academic solids, and clear college major and career goals.

3. In regard to cultural background, including the family in the process was encouraged through activities such as orientations, tours, meeting faculty and staff, and advisor/mentor contact.

RICHARDSON, RICHARD C., JR. and BENDER, LOUIS W.
Helping Minorities Achieve Degrees: The Urban Connection. A report to the Ford Foundation. National Center for Postsecondary Governance and Finance Research Center at ASU, College of Education, Tempe, AZ, March, 1986.

PURPOSE

A primary goal of this study was to describe state policies and institutional practices as these appeared to influence student persistence in pursuit of the baccalaureate. The study focused on the articulation of minority students between urban community colleges and urban universities.

MAJOR POINTS

1. Describes state concerns and priorities as viewed through the eyes of coordinating board officials in the eight states included in this study.

a) The proportion of minority students enrolled in urban community colleges ranged from two to four times their proportion in urban universities.

2. Discuss the concept of conflicting cultures of universities and community colleges as an approach to understanding the barriers urban students experience in their pursuit of a baccalaureate degree.

a) Community colleges tend to adapt academic expectations to student performance.

b) Teaching and service interfere with universities' efforts to achieve major research status.

c) Urban universities employ few minority faculty or administrators.

3. Chapter 4 is an analysis of essays written by students in the study colleges describing their home environments, their reasons for attending a community college and their future goals.

a) Most student have job responsibilities, family responsibilities, and are likely to be first generation college students.
b) Fewer students are interested in earning a baccalaureate degree and more in obtaining job skills for immediate employment.

c) Students were categorized as one of the following "types": self-discovery, undecided, innocence, immigrants, perseverance, devotees, non-conformists, seeking self-worth, prideful, believers.

4. Provides a detailed treatment of community college programs and university programs as these impact on students interested in completing a four-year degree.

5. Implications of the study are presented as recommendations to community colleges, universities, and state coordinating boards. Student recommendations are also included.

RICHARDSON, RICHARD C. JR. and BENDER, LOUIS W.
Fostering Minority Access and Achievement in Higher Education. San Francisco: Jossey-Bass Publishers, 1987.

PURPOSE

The central question addressed in this book is why more Hispanic and black students do not transfer from the com-

munity colleges and successfully complete baccalaureate programs at 4 year institutions. The intent of this study was to gather evidence about existing arrangements and strategies for improving the transfer process. (N.B.) The study excludes Asians because they are not considered underrepresented and Native Americans due to their extremely small numbers in the colleges studied.

MAJOR POINTS

1. Cubans are more likely to attend college and have higher family incomes than other Hispanic subgroups.

2. The problem is one of access to 4 year institutions rather than participation in the college experience.

3. Community colleges and universities represent different cultures in terms of their belief systems and the behavior that gives these beliefs meaning. Two factors complicate students' adjustment to the different cultures:

a) Absence of friends or relatives who have had experience with higher education and who understand and support the sacrifices necessary for its attainment.

b) Lack of understanding among community colleges and universities of the differences between their cultures and an absence of respect for the differences in attitudes and behavior that these cultures produce.

4. Universities see community colleges as offering watered down courses, overly protective, and too willing to go to great extremes to facilitate enrollment growth.

5. Community colleges see universities as elitist, not committed to equal access, and ignorant of the role of community colleges.

6. Mandatory placement in courses based on reading test scores have proven to be an aid in student retention.

7. Minority students require structured learning environments with role models for support and encouragement. Computer labs and self-paced learning have limited value.

8. Once behind in mathematics, remedial courses have limited value. Success in math requires repeated exposure over time. Improving math skills is a key to increasing the numbers of minorities achieving the baccalaureate degree.

9. Strategies for minority high school students:

a) Assign minority college staff members as liaisons.

b) Identify potential students early.

c) Involve college faculty with the high school.

d) Increase motivation and social involvement through summer programs, cultural and athletic events, and college led guidance programs in high school.

10. Faculty exchanges are the single most promising strategy for reducing transfer barriers.

11. New Jersey has one of the best systems for assessing student preparation: 48% of students en-

tering community colleges required remediation. 13% remained enrolled with a GPA of C or better 2 years later.

12. Final chapter lists general recommendations for community colleges, universities, and state boards.

SANTOS, RICHARD
Hispanic High School Graduates: Making Choices. In Michael A. Olivas, ed. Latino College Students. New York: Teachers College Press, Columbia University, 1986, pp. 104-127.

PURPOSE

An inquiry into the "factors that influence career related decisions by Hispanic youth who graduate from high school" using data from the National Longitudinal Surveys of Youth Labor Market Experiences. Data from mid- to late 1970's.

MAJOR POINTS

1. In 1978, Hispanics represented only four percent of undergraduate students. Once Hispanics graduate from high school, they are as likely as other graduates to attend college. Hispanics are the least likely to enroll in four-year colleges. Nearly half enroll in two-year colleges, compared to about one-third of other graduates. p. 107.

2. Hispanics are intermediate between non-Hispanic whites (low) and non-Hispanic Blacks (high) in receipt of college financial aid. There is important variation by Hispanic group.

3. Overall, major variables that were found to significantly affect the decision to attend college included gender, enrollment in a college preparatory program, knowledge of the work of work..., educational aspirations, and the educational aspirations of friends". p. 11.

a) Black and white males were less likely to attend, but gender difference for Hispanics was not statistically significant.

b) Cubans were more likely to attend than Chicanos, who were like Puerto Ricans and other Hispanics. "Other Hispanic-related variables such as nativity or language did not significantly affect the decision to attend college". p. 114.

4. Cites research on the influence of socioeconomic factors on the decision to attend college (not clear what the population is, but it appears to be the population at large) that indicates that family income has been found to be the least important influence on college attendance, compared with the other typical components of socioeconomic status.

5. Hispanics, in general, do not differ in many of the basic considerations for attending college, but they do differ in the types of colleges attended. Two-year colleges are the mode for Hispanics.

6. Results show that Hispanic high school dropouts do not have many alternatives for training.

TINTO, VINCENT.
Leaving College
Chicago: University of Chicago Press, 1987.

PURPOSE

This book presents Tinto's model and theory on college student persistence.

MAJOR POINTS

1. Approximately 59 out of 100 college entrants will obtain some form of college degree.

2. Three-fourths of dropouts leave in the first year of college.

3. The model posits that other things being equal, the lower the degree of one's social and intellectual integration into the academic and social communities of the college, the greater the likelihood of departure.

4. For persons weakly affiliated with any college community the effect of external forces (family, community) may be great enough to alter one's goals and commitments and to leave the college.

5. Suggestions for successful retention programs:

a) Institutions should insure that new students enter with or have the opportunity to acquire the skills needed for academic success.

b) Institutions should reach out to make personal contact with students beyond the formal domains of academic life.

c) Institutions' retention actions should be systematic in character.

d) Institutions should start as early as possible to retain students.

e) The primary commitment of institutions should be to their students.

6. Education, not retention, should be the goal of institutional retention programs.

7. Financial issues are of secondary importance in the retention process.

8. No prior reason why the concept of incorporation into the intellectual and social life of the college necessarily requires that all minority students be provided with separate and highly differentiated social and academic settings.

U.S. DEPARTMENT OF LABOR.
Work Force 2000, 1987.

PURPOSE

This paper projects the influence of demographic trends in the United States in respect to the labor force of the 1990's and beyond.

MAJOR POINTS

1. By 1990, 1 out of 5 new labor force entrants will be a minority youth.

2. Women, minorities, and immigrants will account for more than 80% of the net additions to the labor force between now and 2000.

a) Black women will comprise the largest share of the increase in the non-white labor force. By 2000, black women will outnumber black men in the workforce. Black men are 7% less likely to be in the workforce than white men. Black women are 4% more likely to be in the labor market.

b) From 1970 to 1984 the proportion of prime age black men in the labor force dropped from 79% to 74%, while

the proportion of black families headed by women rose from 28 to 43%.

3. Greater employment and growth will be in the South and West.

4. Jobs will be service oriented.

5. New jobs in the economy will strongly favor the most educated sector of the labor force.

6. Blacks and Hispanics are overrepresented among occupations likely to suffer high job losses during the 1980's. Situation is worse for men than for women.

7. Blacks and Hispanics are concentrated in a small number of central cities beset by severe problems. 57% of blacks and 49% of Hispanics live in central cities. 40% of all blacks live in 11 cities; only 2 of which are in high growth areas.

8. The prospect that minorities will comprise a very large fraction of the new additions to the labor force over the next 15 years appears on the surface to present an unprecedented opportunity. But the pattern of job growth in higher technology occupations requiring more education and the likelihood of greater employment gains in metropolitan regions with fewer minority residents, suggests that this result is not assured.

9. Immigrants are mostly from Latin America and Asia. Studies suggest they are complimentary to, rather than in competition with native minority workers.

a) Immigrants (not specified by ethnicity) will represent the largest share of the increase in the population and the work force since WW I. Approximately 450,000 (750,000 including illegal) are expected to enter the country each year over the next 15 years.

VALVERDE, LEONARD A. and ROBERTSON-COURTNEY, PHYLLIS. "Strategies for Increasing Participation of Hispanics and Blacks in Higher Education". University of Texas at Austin.

PURPOSE

A questionnaire for study of recruitment and retention strategies dealing with Hispanic and black students, and minority faculty employment and promotion.

MAJOR POINTS

1. List of suggestions addressing retention, recruitment, graduate enrollment, and employment which can be rated high, medium, and low.

2. Will probably be publishing their findings. Due date for return of the questionnaire was July 15, 1987.

VERDUGO, RICHARD R.
Educational Stratification and Hispanics. In Michael A. Olivas, ed., Latino College Students. New York: Teachers College Press, Columbia University, 1986, pp. 325-347.

PURPOSE

The article looks at the process by which Hispanics are sorted and ranked in educational systems. It reviews literature on educational conditions of Hispanics, major findings from the social stratification literature, and synthesizes the information to explain the impact of stratifi-

cation on educational performance and outcomes.

MAJOR POINTS

1. "The Data presented above point out that Hispanics drop out at greater rates and tend to be delayed in their educational attainment as compared to whites. These results are remarkably consistent at all three levels of the educational system:. p.328.

2. "What exists, then, is a system of stratification where Hispanics are sorted, ranked, and processed through the educational system in a manner that produces little or no actual intergenerational or intragenerational social mobility. In conclusion, it seems that the educational system reproduces a given socio-economic order based, to a great degree on ethnic- and racial-group membership." p. 344.

WICHE
Regional Policy Committee on Minorities in Higher Education. Shaping the Future of the Southwest Background Paper. Western Interstate Commission for Higher Education, April, 1987.

PURPOSE

This paper is the draft report of the committee researching minority access to higher education in the five southwestern states.

MAJOR POINTS

1. Provides background statistics on minority populations and their educational, economic, and employment characteristics.

2. Unless the current patterns and outcomes in the education of minorities are changed, the schools will fall increasingly behind in preparing these students to continue their education and in meeting society's needs for an educated and technically skilled work force.

3. At least three important factors within the school environment affect the transition of minority students into post-secondary education:

a) There are differences in preparation in regard to curricula, exposure to math and science, availability of computer equipment, and other conditions in elementary and secondary education.

b) There are noticeable differences in performance levels, reflected in standardized test scores, grade point averages, and other factors related to conditions inside and outside the school environment.

c) As a result of patterns in preparation and persistence in school, there are significant differences among Black, Hispanics, Whites, Asians, and other population groups in the proportion continuing on to each successive level of education.

4. Resource distribution needs to be related to achieving the goal of equity in higher education as defined in terms of student needs and societal goals.

a) The paper looks at comparisons of institutional support among institutions with high and low concentrations of minority students.

b) Trends are examined regarding the availability of student financial aid, and discusses some of the effects of these trends and the outlook for the future.

c) It looks at student financial aid in the five southwestern states and the research related to minority student participation in these programs.

WICHE
Regional Policy Committee on Minorities in Higher Education. From Minority to Majority: Education and the Future of the Southwest. Western Interstate Commission for Higher Education, September, 1987.

PURPOSE

Committee members from Arizona, California, Colorado, New Mexico, and Texas address the effects of the minority population in regard to integration into society and to restructure education as a primary means to achieve both individual opportunity and social progress. The five goals and twenty recommendations of the committee are quoted below:

MAJOR POINTS

1. Educate for a multicultural society.

a) Recognize the diversity of students, and reflect that diversity in educational policies and practices.

b) Integrate diverse cultural perspectives into the overall educational process.

c) Ensure that all students become fully proficient in the English language while recognizing the value of multilingualism for individuals and society.

d) Expect all students to succeed, and make sure that this expectation of success is shared by teachers, administrators, parents and students themselves.

2. Keep minority students in school.

a) Provide a core curriculum at the elementary and secondary levels that challenges all students and prepares them for the next stage in their education.

b) Give top priority to the dropout problem at the elementary and secondary levels.

c) Involve states more directly in halting the loss of minority students from the education system.

3. Double the proportion of minority college graduates.

a) Improve recruitment and selection procedures in the interest of increasing the number of minority students in higher education.

b) Individualize student assessment and student services.

c) Increase retention rates of minority students in college through comprehensive and integrated programs.

d) Coordinate academic programs and provide the support necessary for students to move more easily from high school to college, from two-year to four-year institutions, and from degree completion to employment.

4. Bring more minorities into teaching, educational leadership and the professions.

a) Increase the number of minority teachers and ensure that these teachers enter into the leadership of education.

b) Bring more minority students into graduate and professional education.

c) Increase retention in graduate and professional programs by creating an environment that supports minority students and fosters strong faculty-student relationships.

d) Build a network among universities, graduate programs, colleges, schools, professional groups, and business to interest and encourage more minority students to pursue graduate and professional degrees.

e) Pursue vigorously affirmative action goals in faculty hiring, and take other steps to increase the representation of minorities in higher education leadership.

5. Use financial resources to promote equity in education.

a) Restructure the methods for funding elementary and secondary education to ensure equal educational opportunity.

b) Examine the financial support for higher education and the allocation of that support in light of the economic circumstances and educational needs of minority students.

c) Halt the erosion of student aid, particularly of programs that encourage minority enrollments, and promote financial planning for college education.

d) Examine loan programs in terms of their effect on students' educational decisions and on the achievement of society's goals for education.